



# Newbottle and Charlton C.E.V.A. Primary School

*'Let all that you do be done in love';  
Every Person Matters, Every Moment Counts*

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## Early Year Policy

<b>Adopted by the Governing Body on [Date]:</b>	
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<b>Chair of Governors Signature:</b>	
<b>Date of next review:</b>	July 2025

## Early Years Foundation Stage policy

### Introduction

The early years foundation stage (EYFS) applies to children from birth to the end of the Reception year. The Reception year at Newbottle and Charlton Primary School is where the schooling adventure begins. Our whole school vision and curriculum drivers are interwoven through all aspects of the EYFS curriculum, so the children feel 'safe, supported and cared for.' (whole school vision). We are much more than just a place of learning – we are a community. We work together to provide the essential knowledge (academic, social, moral, spiritual) that children need to prepare them for their future success and to give children the best possible start to their early education. When children leave Early Years, they should be ready and excited to tackle the new challenges of the next stage of schooling.

### Aims of the Early Years Foundation Stage:

- Encourage the children to recognise their unique qualities and attributes and use these in innovative ways - building up their resilience and independence.
- Develop a curiosity which promotes problem-solving, collaboration and cooperation. Have a sense of awe at the world around them and how they can have an impact, especially as we are surrounded by beautiful countryside.
- Create a stimulating, adaptive environment where the children will be engaged and excited about their learning. Giving the children opportunities to develop their interests and inspire new ones in a language rich environment.
- As their personalities grow, express themselves in a confident and meaningful way, respecting the opinions and values of others. Developing fundamental communication skills for their future.

### The Early Years Foundation Stage framework

Teaching in the EYFS is delivered in accordance with the governments statutory document 'The Statutory Framework for the Early Years Foundation Stage'. This is based on four overarching principles:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

- Importance of **learning and development**. Children develop and learn at different rates. The framework covers education and care of all children in early years provision, including those with special educational needs and disabilities (SEND).

There are 7 areas of learning and development and these are split into 2 groups: the **prime areas** and **specific areas**. The prime areas are important for building the children's curiosity, enthusiasm and love of learning. It focusses on linguistic, physical, social and emotional development. The prime areas are then strengthened and applied through the specific areas.

### **The prime areas:**

- Communication and Language
- Physical Development
- Personal, Social and Emotional development

### **The specific areas:**

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All areas of learning and development are interlinked and shape the way we teach our children. This ensures the delivery of an all-inclusive, child centred curriculum where children feel safe, free to explore their interests, and make links in their learning to the world around them.

### **Learning through play**

We recognise that play is an essential part to young children's learning and development and it gives them a safe way to explore new ideas, concepts and language. Play is an integral part of learning at Newbottle and Charlton Primary School as it can provide a multitude of ways for children to learn and flourish.

The classroom is set up for children to freely access any resources they need during their unstructured play – both inside and outside. This is designed so that children feel comfortable to explore and develop their interests, build their curiosity, and gain self-confidence and independence.

We also provide more structured play opportunities so that children can apply newly acquired knowledge. By having the opportunity to show their learning through play, the children are actively demonstrating their skills and level of understanding. Adults support the children by joining in with their play and gently challenging them to build upon their existing level of development.

## **Planning**

The EYFS framework sets out the level of development children should be expected to have attained by the end of the EYFS – these are defined by the Early Learning Goals (ELGs). For the children to meet their Early Learning Goals, we plan a variety of termly themes and from here we assess what the children find particularly inspiring and exciting and use their own interests to plan for the short term. Planning can often be done in the moment through meaningful and skilled adult interactions.

Planning always covers all areas of learning and development and uses the whole environment. Through the use of continuous provision (resources and experiences that are constantly available), the adults in the environment can identify opportunities for learning which are created 'in the moment' and identify any areas of learning which may need extra support. Adult led activities are also planned in with a specific learning focus and normally involve a small group of children at a time. The children also have daily phonics and maths sessions as well as regular walks around the village, to the local woods and visits to the church.

## **Assessment**

Children are predominately assessed through ongoing observations which are an integral part of the learning and development process. Through day-to-day observations, practitioners get to know the children's level of achievement and interests and can help shape the teaching and learning for each child. The Early Years Foundation Stage framework highlights the importance of spending more time interacting with children rather than taking breaks from interactions to record observations. Judgements on children's progress is based on the practitioners' observations during play and through planned activities. These observations will be used to complete the EYFS Profile at the end of the academic year.

The Reception Baseline assessment (RBA) is a short assessment taken within the first 6 weeks of Reception and will be some short activities completed 1:1 with the teacher. The practitioners will also make observations of the children in the first 6 weeks to form a baseline assessment of all areas of Learning and Development.

## **Parents as partners**

As highlighted in the EYFS Framework, we recognise the importance of partnership working between practitioners and parents and/or carers. We value the role of the parent as the first and most important educator in their children's lives and welcome parents into the classroom daily for at least the first term. To support an ongoing relationship with parents we:

- Offer induction sessions for both children and parents.

- Encourage parents to bring their children into the classroom and settle them to an activity each morning.
- Provide daily opportunities for parents to catch up with practitioners when dropping off their children.
- Provide each child with an online learning journal, using Seesaw, where both teachers and parents can upload observations, photos, and videos about the children's learning.
- Invite parents into school to look at schoolwork once a term.
- Invite parents to attend parents' evenings throughout the academic year.
- Welcome parents to participate in school life through activities such as weekly reading or parent talks.
- Host weekly achievement assemblies and special occasion assemblies which parents are encouraged to attend.

Newbottle and Charlton Primary School has a friendly and welcoming open-doors ethos and practitioners are always available at the beginning and the end of the day and welcome any discussions about the children.

### **Induction and transition**

Parents and children are invited to school during the summer term to experience the classroom and attend a welcome meeting. Children and parents spend time in the classroom getting to know the environment before parents move to the school hall for a welcome meeting from the head teacher and to receive all the required forms for the upcoming school year. This will also include an 'All about me' pack for the children to complete with their parents/carers for the practitioners to start the journey of understanding and supporting each child.

The reception teacher will also visit each child at their preschool setting to give the children a chance to become familiar with them and for the practitioners to chat to their key workers and spend more time with the children before coming to school. For children not attending preschool, a home visit may be arranged.

The children begin full time school in September but this can be flexible depending on the individual child's needs. In the final term in Reception, the Year 1 teacher will meet with the Early Years staff and discuss each child's development against the Early Learning Goals to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

### **Safeguarding and Welfare**

*'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'* (Statutory framework for the early years foundation stage, 2021)

The safety of our children is paramount, and we take all the necessary steps to keep the children safe and well. The Early Years safeguarding, and welfare requirements are met through our schools Child Protection Policy.